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ABSTRACT

This annotated bibliography is part of a continuing attempt to keep English teachers informed about recent developments in educaiton. Entries are listed in six categories: bilingual and bidialectal studies; language and verbal learning; literature humanities, and media; teacher education; testing and evaluation; and written and oral communication. Within each of these categories, items are listed according to the subcategories of preschool and elementary, secondary, college and adult, status surveys, and reviews of literature. Over 100 items are listed. (JM)

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Annotated Bibliography of Research in the Teaching of English

July 1, 1975 to December 31, 1975

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This bibliography, compiled at the ERIC Clearinghouse on Reading and Communication Skills, is part of the continuing attempt of ERIC/RCS to cooperate with the National Council of Teachers of English by keeping teachers informed about recent developments in education. Those documents in this bibliography which are identified with an ERIC Document number (e.g., ED 106 867) have been indexed in Resources in Education (RIE) and are available through the ERIC Document Reproduction Service. Please consult the monthly issues of RIE for complete abstracts of these documents and for complete ordering information.

1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

1.1.1 Brown, D., et al. Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137. Stanford, California: Stanford University, Center for Research and Development in Teaching, 1975, ED 106 867.
Reports attempts to refine, through further experimentation, previously developed instruments for measuring bidialectal proficiency and to establish the relation of proficiency in Black standard English and Black nonstandard English to other measurements of reading and language ability.

1.1.2 Genesee, F., et al. Communication Skills of Bilingual Children. Child Development, December 1975, 46, 1010-1014.
Tests whether schooling in a second language affects social skills.

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1.1.3 Hoover, M. E. R. Appropriate Use of Black English by Black Children as Rated by Parents. Dissertation Abstracts International, 1975, 36, 2079A.

Finds that Black parents interviewed accept Africanized English in the listening and speaking channels, but not in the reading and writing channels; accept Africanized English in informal settings, but seldom in formal ones; accept Africanized English in home and some community contexts, but generally not in the schools.

1.1.4 Skoczylas, R. V. Bilingual Education: An Alternative to the Traditional All-English Curriculum. California Journal of Educational Research, January 1975, 26, 40-51.

Assesses the effects of bilingual and monolingual educational programs on the linguistic, academic, attitudinal, and nitive growth of two groups of primary school children.

1.3 College and Adult

1.3.1 Scott, C. T., and Angle, B. Experimental Program in English for Black Americans, Report No. 5: Part 1, Report on Experimental Program in English for Black Americans; Part 2, Freshman English Applications of Current Research in Black English. Madison: University of Wisconsin, Department of English, 1970.

Disproves the hypothesis that these students did not know standard English grammar, syntactic patterns, and pronunciation.

1.3.2 Terrebonne, N. G. The Black English Vernacular in the Writing of Young Adults from Dayton, Ohio. Dissertation Abstracts International, 1975, 36, 2180A.

Analyzes over 350 compositions written by 42 black students in a predominantly white university in order to describe the Black English vernacular features manifest in these writings, their frequency, their significance, the characteristics of those employing them, and the educational implications of the factors.

1.4 Status Surveys

See: Acheson, P., 4.4.1.

1.5 Reviews of Literature

See: Dieterich, D. J., 4.5.1.

2. Language and Verbal Learning

2.1 Preschool and Elementary

2.1.1 August, G. J., et al. Affective Assessment, Self-Concept, and the Verbal Learning Styles of Fifth-Grade Children. Journal of Educational Psychology, December 1975, 67, 801-806.

Reports that high self-concept children learned more effectively those nouns which they had assessed as "liked" and that low self-concept children appeared to learn their "disliked" nouns faster.

2.1.2 Blumberg, P., and Block, K. K. The Effects of Attempting Spelling Before Feedback on Spelling Acquisition and Retention.

Paper presented at the annual meeting of the American Educational Research Association, 1975, ED 103 885.

Results showed that attempting to spell words before viewing them facilitated acquisition of the words.

2.1.3 Bruck, M., and Tucker, G. R. Social Class Differences in the Acquisition of School Language. Merrill Palmer Quarterly, July 1974, 20, 205-220.

Forty lower- and middle-class kindergarten children were given tasks to measure their understanding and usage of grammatical rules of English and their ability to use language for effective communication.

2.1.4 Committee on Linguistics. Current Child Language Research Resumes. Papers and Reports on Child Language Development, No. 4. California: Stanford University, 1972, ED 104 129.

Contains research resumes on child language research in progress.

2.1.5 Committee on Linguistics. Current Child Language Research Resumes. Papers and Reports on Child Language Development. No. 5. California: Stanford University, 1973, ED 104 130.

Contains research resumes on child language research in progress.

2.1.6 Enoki, D. Y. An Investigation of the Attitudes of Elementary School Administrators and Teachers of the Hawaii English Project's Language Skills Program. Dissertation Abstracts International, 1975, 36, 2528A.

Determines the attitudes of administrators and teachers toward the Program, identifies reasons for their support or non-support, and indicates whether administrators prefer the

centralized system of curricular control or a more decentralized role in deciding instructional programs.

2.1.7 Halliday, M. A. K. Learning How to Mean--Explorations in the Development of Language. London: Edward Arnold Publishers, 1975.

Reviews previous language development studies and presents the results of an intensive study of the language acquisition of one child beginning shortly after birth.

2.1.8 Moe, A. J., and Hopkins, C. J. The Speaking Vocabularies of Kindergarten, First Grade, and Second Grade Children. Paper presented at the annual meeting of the National Conference on Research in English, 1975, ED 105 465.

Lists words used by primary grade children in their oral language and examines differences in the diversity of the vocabularies among the grade levels.

2.1.9 Oliver, M. E. The Development of Language Concepts of Pre-Primary Indian Children. Language Arts, September 1975, 52, 865-869.

Describes the results of interviews with 78 preschool children to determine the development of their concepts regarding the nature of letters, numbers, words, reading, and writing.

2.1.10 Read, C. Children's Categorization of Speech Sounds in English. NCTE Research Report No. 17. Urbana, Illinois: National Council of Teachers of English, ERIC/RCS, and ERIC/CLL, 1975.

Describes research and experimentation in phonetic categorization and the implications of such research for the teaching of spelling.

2.1.11 Redd, V. P. A Comparison of Two Methods of Language Arts Instruction for Low-Achieving Eighth-Grade Urban and Suburban Students. Dissertation Abstracts International, 1975, 36, 310A-11A.

Compares a traditional instructional design with a differentiated instructional design for teaching twenty-five selected interrelated language arts skills to low achieving eighth grade students in an urban black school and in an adjacent suburban white school.

2.1.12 Saltz, E., et al. The Development of Natural Language Concepts. II. Developmental Changes in Attribute Structure. Child Development, December 1975, 46, 913-921.

Attempts to determine if developmental changes in semantic structure could, to some extent, account for differences between the concepts acquired by children and those acquired by adults.

2.1.13 Scholl, D. M., and Ryan, E. B. Child Judgments of Sentences Varying in Grammatical Complexity. Journal of Experimental Child Psychology, October 1975, 20, 274-285.

Concludes that 5- to 7-year olds demonstrate ability to distinguish grammatically well-formed sentences from primitive sentences.

2.1.14 Starr, S. The Relationship of Single Words to Two-Word Sentences. Child Development, September 1975, 46, 701-708.

Part of a longitudinal study of language development, this study found that children whose single-word utterances usually named objects produced sentences which named many objects, and that children whose single-word utterances were frequently

interjections produced sentences which expressed desire for an object.

2.1.15 Stone, L. R. The Development and Evaluation of a Student Tutoring Program Designed to Improve the Language Skills of Both Tutors and Tutees. Dissertation Abstracts International, 1975, 36, 1281A.

Reports the results of a cross-age tutoring program in which eighth graders tutored fourth and fifth grade tutees in English two periods a week for one school semester.

See also: English Program Planning Committee, 2.4.3; Golub, L. S., 2.5.1; Honig, A. S., 2.5.2; O'Donnell, H., 2.5.3; Roberts, R. S., 6.1.7; and Wise, W. E., et al, 2.4.6.

2.2 Secondary

2.2.1 Devoe, T. E. A Study of Skills Development in English Elective Programs in Selected Public Secondary Schools in Massachusetts. Dissertation Abstracts International, 1975, 36, 1267A.

Involves a systematic case-study description of skills components in the elective English programs in four public secondary schools in Massachusetts.

2.2.1 Kligman, D., and Cronnell, B. Black English and Spelling. Los Alamitos, California: Southwest Regional Laboratory for Educational Research and Development, 1974, ED 108 234.

Describes three studies of the relationship of Black English pronunciation to spelling performance.

2.2.3 Marshall, F. K. Comparison of Elective English Courses with Assigned English Courses in Relation to Achievement Scores in English Usage of High School Seniors. Dissertation Abstracts International, 1975, 36, 1990A.

Results indicate there was no difference in student performance whether the student elected English classes or was assigned them. Increased course work in English, however, was an apparent factor in improved English performance.

2.2.4 Meade, R. A., and Haynes, E. A. The Extent of Learning of Transformational Grammar in One School System. Research in the Teaching of English, 1975, 9, 184-191.

Attempts to determine both to what extent students learn transformational grammar in a school system with transformational grammar as a stated component of the English curriculum and how this learning relates to their tested intelligence.

2.2.5 O'Donnell, R. C., and Smith, W. L. Increasing Ninth-Grade Students' Awareness of Syntactic Structure through Direct Instruction. Research in the Teaching of English, Winter 1975, 9, 257-262.

Describes research supportive of the theory that sensitivity to syntactic structure can be heightened by direct instruction.

2.2.6 Searle, D. J. A Study of the Classroom Language Activity of Five Selected High School Students. Research in the Teaching of English, Winter 1975, 9, 267-286.

Explores the nature of classroom talk in the secondary school in the light of linguistic theory derived from James Britton.

See also: Dawson, J. H., 2.4.1; English Program Planning Committee, 2.4.3; and Meredith, C. V., 2.4.5.

2.3 College and Adult

2.3.1 Arthurs, A. D. G. The Effect of Instruction in General Semantics on the Social Adjustment of Graduate Students and Senior Citizens. Dissertation Abstracts International, 1975, 36, 3495A-96A.

Provides some experimental evidence supporting the conclusion that training in general semantics can improve social adjustment as measured by the Is of Identity Test and the Uncritical Influence Test for both graduate students and senior citizens.

2.3.2 Klein, M. L. Inferring from the Conditional; An Exploration of Inferential Judgments by Students at Selected Grade Levels. Research in the Teaching of English, 1975, 9, 162-183.

Explores the extent to which learners at selected grades are capable of seeing a number of propositional relations which hold across assertion forms.

2.3.3 O'Donnell, R. C. Semantic Roles, Relations, and Constructs: Theory and Applications. Studies in Language Education, Report No. 18. Athens: University of Georgia, Department of Language Education, 1975, ED 108 248.

Makes a distinction between semantic constructs encoding events and those encoding states, and presents a model in which the basal component of the grammar generates constructs which consist of a modality index and a proposition.

2.4 Status Surveys

2.4.1 Dawson, J. H. The English Program in a Changing Culture: An Assessment of the Impact of the Changing Technological Culture on English Programs and Instructional Practices of Selected Secondary Schools in the Rockville Centre Diocese, Long Island, New York. Dissertation Abstracts International, 1975, 36, 2587A.

2.4.2 Division of Research, North Carolina State Department of Public Instruction. Language Arts, Grade 3: State Assessment of Educational Progress in North Carolina, 1973-74. 1974, ED 105 485.

Contains results and analyses of tests administered to 2500 randomly selected third-grade students in North Carolina.

2.4.3 English Program Planning Committee. English E.R.A.S. (Educational Resources Allocation System); A Series of Reports Outlining the Planning Phase, Intermediate Division. London, Ontario: Educational Research Services, London (Ontario) Board of Education, 1974, ED 109 695.

Deals with the background and plan for this needs assessment project; the project objectives; and surveys of student and teacher attitudes, community attitudes, student achievement, etc.

2.4.4 Meeson, B., et al. English, Canada. The English Quarterly, Spring/Summer 1975, 8, 67-124.

Describes the results of a comprehensive survey of the teaching of English in public schools in all the Canadian provinces.

2.4.5 Meredith, C. V. Multiple-Elective Programs in English in the State of New Jersey. Dissertation Abstracts International, 1975, 36, 686A.

Determines and describes quantitatively the current status of multiple-elective programs in English in New Jersey public schools and analyzes and appraises qualitatively two-semester elective programs for grades eleven and twelve.

2.4.6 Wise, W. E., et al. Summary Report: 1974 Delaware Educational Assessment Program. Dover: Delaware State Department of Public Instruction, 1975, ED 104 945.

Summarizes the findings of the 1974 Delaware Educational Assessment Program, including the findings on English, listening, and reading.

See also: Devoe, T. E., 2.2.1; and Enoki, D. Y., 2.1.6.

2.5 Reviews of Research

2.5.1 Golub, L. S. A Critical Age Model of Language Learning. Language Arts, November/December 1975, 52, 1097-1103.

Reviews research in support of several language learning models, and calls for additional research in language learning and concept formation based upon a critical age model.

2.5.2 Honig, A. S., comp. Language Learning, Language Development: A Bibliography. Urbana: ERIC Clearinghouse on Early Childhood Education, 1975, ED 105 961.

Lists research reports which correlate language development with specific kinds of family experiences and parental language inputs.

2.5.3 O'Donnell, H. ERIC/RCS Report: Are You Listening? Are You Listening? Language Arts, November/December 1975, 52, 1080-1084.

Reviews research on the teaching of listening and provides several activities to use in developing children's listening abilities.

See also: Dieterich, D. J., 4.5.1; and Halliday, M. A. K., 2.1.7

3. Literature, Humanities, and Media

3.1 Preschool and Elementary

3.1.1 Angelotti, M., et al. Heart Rate: A Measure of Reading Involvement. Research in the Teaching of English, 1975, 9, 192-199.

Reports on an attempt to use heart beat as an indicator of the reader's response to literature during the course of reading.

3.1.2 Favat, F. A. The Application of Psychological Knowledge to the Study of Literature for Children and Adolescents. Paper presented at the annual meeting of the National Council of Teachers of English, 1974, ED 103 906.

Reveals that as a result of instruction from their teachers, students at the end of junior high are well on their way to narrowing their perceptions of appropriate responses to a literary work to those which can be characterized as formal, analytic, and impersonal.

3.1.3 Green, M. L. J. The Image of Death as Portrayed in Fiction for Children. Dissertation Abstracts International, 1975, 36, 2501A.

Examines and evaluates the portrayal of death in 90 fiction books which were listed by six authors discussing the appearance of the death theme in books for children.

3.1.4 Harms, J. M. Children's Responses to Fantasy in Literature. Language Arts, October 1975, 52, 942-946.

Reports of the responses of 30 girls from a middle-class school to fantasy in children's literature.

3.1.5 Roach, L. E. The Effects of Realistic Fiction Literature upon the Self-Concept of Elementary School Students Exposed to a Bibliotherapeutic Situation. Dissertation Abstracts International, 1975, 36, 2603A.

Studies the effects that bibliotherapy has had upon the self-concept of fifth and sixth grade students in eighteen classes which had five realistic fiction books read to them by their teachers.

3.1.6 Stephens, J. W. An Investigation into the Effectiveness of Bibliotherapy on the Reader's Self-Reliance. Paper presented at the annual meeting of the American Educational Research Association, 1975, ED 103 824.

Results indicated that there was no significant difference between the experimental group's and the control group's self-reliance scores on the posttest measures.

See also: Elgin, D. D., 6.4.1; Griggs, I. L., 5.1.1; and Porter, E. J., Tibbetts, S. L., 3.5.3.

3.2. Secondary

3.2.1 Banks, L. J. Drama: What's Really Happening in the English Classroom. Dissertation Abstracts International, 1975, 36, 2493A.

Ascertains both how public high school teachers of English in New England are teaching drama and using drama activities in their classrooms and how they were prepared in college for teaching drama and theater arts in the English classroom.

3.2.2 Bayless, C. E. An Analysis of the Alienation Motif in Secondary School Literature. Dissertation Abstracts International, 1975, 36, 3542A.

Reviews the literature on alienation; examines selected essays, short stories, poems, novels, and dramas which are suggested in secondary school literature guides; and concludes that many textbooks contain thematic units on alienation which teachers can employ.

3.2.3 Brown, E. D. The Role of the English Teacher in Encouraging Recreational Reading. Dissertation Abstracts International, 1975, 36, 3543A.

Identifies the range of recreational reading and the reading interests of 2,255 ninth grade pupils in nine high schools near Albany, New York, and infers the factors which appear to be associated with pupils' recreational reading.

3.2.4 Carr, J. C. My Brother's Keeper: A View of Blacks in Secondary School Literature Anthologies. From Black Image: Education Copes with Color, edited by J. D. Grambs and J. C. Carr. Dubuque, Iowa: William C. Brown Company Publishers, 1972, ED 103 851.

Contains an examination of six secondary school literature anthologies published during the 1960s which reveals great variance, ranging from token integration to a truly interracial view of humanity.

3.2.5 Holt, B. E. A Modular Approach for Teaching Classical Literature in Inner-City High Schools. Dissertation Abstracts International, 1975, 36, 3355A-56A.

Offers a definitive strategy for successfully teaching such representative "classics" as Hamlet, A Tale of Two Cities, Silas Marner, and "My Last Duchess" to students who read as much as three years below grade level but who are nevertheless normally intelligent.

3.2.6 Laubenfels, M. J. A Study of the Theme of War in Selected Literature for Junior High Readers (1940-1975). Dissertation Abstracts International, 1975, 36, 3547A-48A.

Reviews research on the effect of literature on students' attitudes, surveys research on students' attitudes toward war and peace and on their knowledge in these areas, analyzes attitudes expressed in present and past adult war fiction, and analyzes a select group of recent junior novels to determine the attitudes they express.

3.2.7 Platek, T. F. The Responses of Six Adolescents to Value Situations in Selected Short Stories: A Case Study of the Valuing Process. Dissertation Abstracts International, 1975, 36, 3245A.

Reports that students didn't always reveal their values to engage in valuing, expressed preferences for discussing values in specific instances rather than in abstract situations, and preferred solitary valuing to collaborative valuing.

See also: Cusick, P., 3.4.1; Favat, F. A., 3.1.2; and Steward, S., 3.4.3.

3.3 College and Adult

3.3.1 Davix, C. W. The Impact of Three Teaching Techniques on the Response of Junior College Freshmen to Three Short Stories. Dissertation Abstracts International, 1975, 36, 680A.

Compares the lecture/discussion, semantic differential, and role playing teaching techniques, and notes that, according to data derived from two of seven areas of investigation, the lecture/discussion method is more effective than the semantic differential one.

See also: Steward, D. H., 3.4.2.

3.4 Status Surveys

3.4.1 Cusick, P. The Elective Program in Literature. Paper presented at the annual meeting of the National Council of Teachers of English, 1974, ED 101 380.

Summarizes information obtained from two national surveys of elective literature programs conducted in Spring and Fall 1974.

3.4.2 Steward, D. H. Class Size and Workload in American College and University English Departments. ADE Bulletin, May 1975, 45, 1-8.

A study of the actual workload and class size of departments in institutions of higher education of all kinds throughout the nation.

3.4.3 Steward, S. Course Countdown: A Quantitative Study of Canadian Literature in the Nation's Secondary Schools. Toronto, Ontario: CANLIT, 1974, ED 103 844.

Reports a study involving a survey of English department chairpersons in 20 percent of Canada's public and Catholic secondary schools.

See also: Banks, L. J., 3.2.1; Dawson, J. H., 2.4.1; Elgin, D. D., 6.4.1; Favat, F. A., 3.1.2; Laubenfels, M. J., 3.2.6; and Meeson, B., et al., 2.4.4.

3.5 Reviews of Research

3.5.1 Cooper, C. Research Roundup: Literature, Humanities, Media. English Journal, October 1975, 64, 96-99.

Discusses several studies on literature education and humanities education in the secondary school.

3.5.2 Olson, D. E., ed. Media and Symbols: The Forms of Expression, Communication, and Education. Seventy-third Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1974.

Discusses the educational consequences and possible contributions of the mass media.

3.5.3 Porter, E. J. Research Report: Tibbetts, S. L. The Influence of Teacher, Peers, and Home Environment on the Reading Interests of Children. Language Arts, October 1975, 52, 1025-1026.

3.5.4 Tibbetts, S. L. Children's Literature--A Feminist Viewpoint. California Journal of Educational Research, January 1975, 26, 1-5.

Reviews the research on sexism in children's literature and its effect on children.

See also: Dieterich, D. J., 4.5.1; and Mellon, J. C., et al., 6.4.2.

4. Teacher Education

4.1 Preschool and Elementary

4.1.1 Adams, D. M. The Predictors and Effects of Participation in Interactive Activities. California Journal of Educational Research, March 1975, 26, 63-81.

Suggests that children who become actively involved in a learning situation express enjoyment, believe they are learning, and gain in ability to respond positively to classmates.

4.1.2 Augenstein, M. B. A Comparative Study of Ratings of Proposed Teacher Competencies for Middle School English. Dissertation Abstracts International, 1975, 36, 52A.

Uses the judgmental ratings of individuals in the general school community as a decision-making base for developing and applying an instrumented procedure to decide the relative importance of a tentative set of professional competencies proposed for middle school teachers of English.

4.1.3 Shafer, R. E. A Cross-National Study of Teacher Attitudes Toward Children's Language in England and the United States. Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages, 1975, ED 109 707.

More than 90 percent of the teachers in both countries perceived the language of lower class children as deficient in some way.

4.2 Secondary

4.2.1 Carr, J. A. E. The Interrelatedness of Present Course Offerings and Teacher Preparation in English Education in the Public High Schools of Nebraska. Dissertation Abstracts International, 1975, 36, 808A.

Analyzes and compares English education in Nebraska high schools to determine the status of their present English course offerings and the preservice and inservice training of English teachers.

4.2.2 Rubadeau, J. W. Attitudinal and Behavioral Changes in Prospective Teachers toward Black English Resulting from Training in Transformational Grammar which Illustrates the Similarity between the Deep and Surface Structures of Black and Standard English. Dissertation Abstracts International, 1975, 36, 2150A.

4.2.3 Tapp, R. L. A Delineation of the Philosophy and Historical Development of Programmed Instruction and a Descriptive Content Analysis of Currently Available Programmed Materials Designed for the Language, Composition, and Literature Curricula of Secondary Schools. Dissertation Abstracts International, 1975, 36, 690A-91A.

4.3 College and Adult

4.3.1 Peters, W. H., and Blues, A. G. Diagnosing and Developing Teaching Potential for the English Classroom. English Education, Fall 1975, 7, 17-25.

Reviews research on teacher characteristics and discusses an investigation of the relationship of teacher characteristics to student written responses to literature.

4.4 Status Surveys

4.4.1 Acheson, P. English for Speakers of Other Languages: A Survey of Teacher Preparation Programs in American and British Colleges and Universities. Dissertation Abstracts International, 1975, 36, 824A.

Attempts to determine how participants in existing teacher preparation programs are being prepared for involvement in the profession of TESOL.

4.4.2 Farmer, M. N. Concerns and Issues in the Professional Education of English Teachers, 1963-1973. Dissertation Abstracts International, 1975, 36, 3581A-82A.

A review of past statements discussing concerns and issues in the professional education of English teachers and of related statements--drawn from records and publications of NCTE and CEE--that bear on this matter, and an analysis of responses of present-day English educators to a survey of their opinions on present concerns and issues.

4.4.3 Seibert, K. B. Grammar and General-Principles-of-Language Instruction for Secondary-School English Teachers. Dissertation Abstracts International, 1975, 36, 2723A.

Determines the amount and level of general linguistics and grammar training required of secondary English teacher candidates; surveys the opinions of secondary English teacher candidates regarding the value of formal grammar instruction; and investigates the level of preexisting knowledge among college English majors, junior level, regarding general principles of language.

See also: Tapp, R. L. 4.2.3.

4.5 Reviews of Research

4.5.1 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English, January 1, 1975 to June 30, 1975. Research in the Teaching of English, Winter 1975, 9, 289-305, ED 109 697.

5. Testing and Evaluation

5.1 Preschool and Elementary

5.1.1 Griggs, I. L. The Development of an Instrument to Measure Literary Discrimination and Its Use with Other Tests to Judge Children's Literary Taste. Dissertation Abstracts International, 1975, 36, 2613A.

Identifies components of literary taste through a search of the writings about children's literature and taste, the advice of a panel of experts in the field, and the assistance of

teachers and librarians; and develops a Literary Taste Rating Scale.

5.1.2 Schippers, L. V. Using the Affton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expression. Dissertation Abstracts International, 1975, 36, 3595A-96A.

Concludes that a scale developed by the Affton School District is useful for judging the written compositions of elementary school students and that it can both produce a concordance of teacher judgments and be a possible basis for prescriptive teaching.

See also: Infantino, R., 5.2.1; and Porter, E. J., and Sager, C., 6.1.6.

5.2 Secondary

5.2.1 Infantino, R. Results of the NYSEC Survey on Testing. The English Record, Spring 1975, 26, 4-10.

Presents the results of a survey of nearly 1,000 New York English teachers to ascertain both current practices in standardized testing and how English teachers felt about these practices.

5.2.2 O'Donnell, R. C. A Comparison of Two Indices of Syntactic Complexity. Studies in Language Education. Report No. 20. Athens: University of Georgia, Department of Language Education, 1975.

Examines the correlation between mean T-unit length and syntactic density scores and compares mean T-unit length and syntactic density scores as indicators of the grade level of writers.

5.3 College and Adult

5.3.1 Moslemi, M. H. The Grading of Creative Writing Essays. Research in the Teaching of English, 1975, 9, 154-161. Develops a working definition of creative writing, establishes criteria by which creative writing can be evaluated, presents a rating scale, attempts to discover whether creative writing can be enhanced during an intensive teaching unit, and explores whether it is possible for three judges to grade creative writing products with any degree of consistency.

See also: Sanders, S. E., and Littlefield, J. H., 6.3.8.

5.4 Status Surveys

5.4.4 Task Force on Measurement and Evaluation in the Study of English. Common Sense and Testing in English. Urbana, Illinois: National Council of Teachers of English, 1975, ED 108 218. Analyzes the present state of the art of testing and recommends the use of common sense in selecting and using tests and in interpreting the information derived from testing.

See also: Meeson, B., et al., 2.4.4.

5.5 Reviews of Research

See: Dieterich, D. J., 4.5.1.

6. Written and Oral Communication

6.1 Preschool and Elementary

6.1.1 Askov, E. N., and Greff, K. N. Handwriting: Copying Versus Tracing as the Most Effective Type of Practice. The Journal

of Educational Research, 1975, 69, 96-98.

Reports that at the end of a five-week treatment period, the copying treatment group of kindergarten and second grade students achieved significantly higher posttest scores.

6.1.2 Graves, D. H. An Examination of the Writing Process of Seven Year Old Children. Research in the Teaching of English, 1975, 9, 227-241.

Describes a case study approach employed to explore the writing processes and related variables of a group of seven-year-old children.

6.1.3 Menig-Peterson, C. L. The Modification of Communicative Behavior in Preschool-aged Children as a Function of the Listener's Perspective. Child Development, December 1975, 46, 1015-1018.

Reports that 3- and 4-year-old children appropriately modified their language as a function of listener needs.

6.1.4 Perron, J. Research for Monday Morning: Elementary Writing. Paper presented at the annual meeting of the Conference on English Education, 1975, ED 103 862.

Discusses recent writing research and describes a six-month study involving fourth graders which indicated that a grammar-free program of sentence-combining lessons, backed by games, activities, and experiential exercises, can encourage synthetic growth in writing.

6.1.5 Porter, E. J. Research Report: L. Ezor and T. Lane. Applied Linguistics: A Discovery Approach to the Teaching of Writing, Grades K-12. Language Arts, October 1975, 52, 1019-1021.

Describes an effective program in the Weehawken (New Jersey) School System which helped children to write longer, richer, and more varied sentences.

6.1.6 Porter, E. J. Research Report: C. Sager. Improving the Quality of Written Composition through Pupil Use of Rating Scale. Language Arts, October 1975, 52, 1021-1023.

Describes a study of a program designed to improve the quality of written composition by teaching children the components and use of a descriptive writing scale to rate their own and other students' compositions.

6.1.7 Roberts, R. S. A Comparison of the Written Language Performance of Pupils in Four Fifth Grades in Schools Varying in Racial Composition. Dissertation Abstracts International, 1975, 36, 3569A-70A.

Found that when the written language of students in four fifth grades of varying racial compositions was evaluated according to the universal characteristics of language evaluation, the mean scores in all four schools fell within the normal range of language performance reported by special educators.

6.1.8 St. Romain, M. D. A Study of Differences in Creative Writing of Children under Varying Stimuli. Dissertation Abstracts International, 1975, 36, 244A.

Finds no significant difference between groups in any of five treatments designed to elicit creative writing.

6.1.9 Williams, J. Training Children to Copy and to Discriminate Letterlike Forms. Journal of Educational Psychology, December 1975, 67, 790-795.

Indicates that the perceptual learning involved in the development of the ability to differentiate between letters and the acquisition of the ability to copy letters must be considered as separate tasks.

See also: Elgin, D. D., 6.4.1; Groff, P., 6.5.2; Porter, E. J., and Martin, W. D., 6.5.4; and Schippers, L. V., 5.1.2.

6.2 Secondary

6.2.1 Chew, C. R. A Study to Determine Skills of Written Composition Present in Resources Available to Teachers. Dissertation Abstracts International, 1975, 36, 3347A-48A.

Judges and evaluates textbooks used in preparing English teachers, textbooks used by students in English classes, publications of the National Council of Teachers of English, curriculum guides, professional articles, books on writing, and evaluation practices in publications on the evaluation of written composition.

6.2.2 Combs, W. E. Some Further Effects and Implications of Sentence-Combining Exercises for the Secondary Language Arts Curriculum. Dissertation Abstracts International, 1975, 36, 1266A.

Reports tests of four research hypotheses dealing with sentence-combining practice as a component of the language arts curriculum. The experimental group wrote compositions at posttest that were syntactically more mature than those of

the control group and syntactically more mature than those they had written at pretest.

6.2.3 Koops, J. B. Recent Practices in Teaching Writing: A Critical Examination of Junior and Senior High School Composition Textbooks. Dissertation Abstracts International, 1975, 36, 3542A.
Involves a survey of "approved lists" which indicates that the most widely used textbooks are of three- or six-volume series, that the most widely available kind of series is the grammar/language and composition series, that only three series focusing strictly on composition are widely used, and that several widely used texts are revised editions of texts used for many years.

See also: O'Donnell, R. C., 5.2.2; and Porter, E. J., Ezor, L., and Lane, T., 6.1.5.

6.3 College and Adult

6.3.1 Brazil, J. M. On Teaching Composition at the Community College. Dissertation Abstracts International, 1975, 36, 3431A.
Reviews methods of teaching composition in the past and evaluates the overall effectiveness of two contrasting approaches to teaching freshman composition: a dialect acceptance, student-centered approach and a language standardization, teacher-centered approach.

6.3.2 Collingwood, L. Some Questions for Composition Teachers. Freshman English News, Spring 1975, 4, 13-15.
Describes the results of a questionnaire survey of 60 institutions of higher education in Texas regarding the teaching of freshman composition.

6.3.3 Daly, J. A., and Miller, M. D. The Empirical Development of an Instrument to Measure Writing Apprehension. Research in the Teaching of English, 1975, 9, 242-249.

Discusses the development of an instrument to isolate apprehensive student writers.

6.3.4 _____. Further Studies on Writing Apprehension: SAT Scores, Success Expectations, Willingness to Take Advanced Courses and Sex Differences. Research in the Teaching of English, Winter 1975, 9, 250-256.

Compares scores on the writing apprehension measure with SAT-Verbal scores as both relate to predictions of success expectations, willingness to take additional courses in writing, and placement in remedial basic composition courses.

6.3.5 Davis, R. M. A Modest Proposal. The Technical Writing Teacher, Winter 1975, 2, 1-8.

Describes an experimental method intended to identify the effects of controlled variations in a written technical message upon the effectiveness of the message, and describes some of the results of the experiments thus far completed.

6.3.6 Gozemba, P. A. The Effect of Rhetorical Training in Visual Literacy on the Writing Skills of College Freshmen. Dissertation Abstracts International, 1975, 36, 1269A.

Concludes that training in visual literacy is a way of teaching important visual analysis and developing a bimodal awareness that will improve writing ability.

6.3.7 Koch, C. J. Small Groups in the Composition Class: A Case Study of Developing Linguistic Security and Written Fluency. Dissertation Abstracts International, 1975, 36, 3629A-30A.

In a study of seven students representing a cross section of two composition classes, small groups did foster linguistic security and written fluency.

6.3.8 Sanders, S. E., and Littlefield, J. H. Perhaps Test Essays Can Reflect Significant Improvement in Freshman Composition: Report on a Successful Attempt. Research in the Teaching of English, 1975, 9, 145-153.

Describes a study which demonstrated significant improvement by composition students over a semester when the method of essay testing was structured to duplicate, as nearly as possible while maintaining the necessary controls, the conditions under which regular class essays were produced.

6.3.9 Sbratta, P. A. A Flexible Modular System: An Experiment in Teaching Freshman Composition. Dissertation Abstracts International, 1975, 36, 1280A.

Describes an investigation of the effectiveness of a flexible modular system for teaching composition which proved to be a more effective method for teaching composition than the traditional method.

6.3.10 Tomlinson, B. A Study of the Effectiveness of Individualized Writing Lab Instruction for Students in Remedial Freshman Composition. Paper presented at the annual meeting of the Western College Reading Association, 1975.

Attempts to establish the effects of three different levels of writing lab use on the writing proficiency and attitudes of remedial freshman composition students.

See also: Chew, C. R., 6.2.1; Moslemi, M. H., 5.3.1; Scott, C. T., and Angle, B., 1.3.1; Shafer, R. E., 6.5.5; Steward, D. H., 3.4.2; Terrebonne, N. G., 1.3.2; and Wagner, E. N., 6.5.6.

6.4 Status Surveys

6.4.1 Elgin, D. D. Salary Survey of Selected Community-Junior Colleges. ADE Bulletin, May 1975, 45, 9-10.
Describes the average salaries in the North, South, Mideast, and West.

6.4.2 Mellon, J. C. and the Committee to Study the NAEP. National Assessment and the Teaching of English. Urbana, Illinois: National Council of Teachers of English, 1975.
Gives the results of the first assessments in writing, reading, and literature, with implications for teaching and measurement in the English language arts.

See also: Koops, J. B., 6.2.3; Meeson, B., et al., 2.4.4; and Steward, D. H., 3.4.2.

6.5 Reviews of Research

6.5.1 Cooper, C. R. Research Roundup: Oral and Written Composition. English Journal, December 1975, 64, 72-74.
Describes several recent studies on the teaching of composition, some published in Research in the Teaching of English, and some originating as dissertations.

6.5.2 Groff, P. Does Negative Criticism Discourage Children's Compositions? Language Arts, October 1975, 52, 1032-1034.

Reviews studies on the effect of negative criticism on children's compositions.

6.5.3 Hoyer, L. The Invention Process in Composition: A Selected Annotated Bibliography, 1950-1974. M.A. Thesis, Texas A & M University, 1974, ED 103 914.

Contains sections on theory, practice, and research in four categories: general works on invention, taxonomic heuristics, discovery through persona, and multi-observational approaches.

6.5.4 Porter, E. J. Research Report: W. D. Martin. Measuring Children's Story Writing--II. Language Arts, October 1975, 52, 1023-1025.

Seems to verify the usefulness of the experimental methodology, some grade-to-grade growth, prevailing sex differences favoring girls, the importance of better defining evaluation criteria, and the need to diversify stimuli for writing.

6.5.5 Shafer, R. E. The Crisis in Knowing about Learning to Write. ADE Bulletin, September 1975, 45, 52-57.

Includes a review of research on the teaching of writing.

6.5.6 Wagner, E. N. Developmental English: More Harm Than Good? Teaching English in the Two-Year College, Spring 1975, 1, 147-152.

A review of research on the teaching of remedial English at the junior college level and a call for further research on this subject.

See also: Brazil, J. M., 6.3.1; Chew, C. R., 6.2.1; and Dieterich, D. J., 4.5.1.